



MP INTERNATIONAL SCHOOL KASARGOD

एम.पी.अंतर्राष्ट्रीय विद्यालय कासरगोड

AFFILIATED TO CENTRAL BOARD OF SECONDARY EDUCATION, DELHI

APPROVED BY NORTH WEST ACCREDITATION COMMISSION, USA

RECOGNIZED BY THE GOVERNMENT OF KERALA

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ANNUAL CONFIDENTIAL REPORT OF THE WORK AND CONDUCT

2023-2024

M S SUJANPAL

MPT/22/232

PROFILE



M S SUJANPAL
MPT/22/232

| | |
|---------------------|----------------------------|
| NAME | M S SUJANPAL |
| Employee ID | MPT/22/232 |
| DESIGNATION | TEACHER |
| STAFF TYPE | TEACHING STAFF |
| DATE OF JOINING | 01/02/2024 |
| ADDRESS | |
| CONTACT NO. | 7907746436 |
| AGE | 0 |
| GENDER | MALE |
| EMAIL | sujanpal@mpis.in |
| DATE OF BIRTH | 30/11/-0001 |
| BLOOD GROUP | |
| COUNTRY | INDIA |
| STATE | KERALA |
| PARENT | |
| MOTHER TONGUE | MALAYALAM |
| QUALIFICATION | |
| EXPERIENCE | 0 YEARS, 4 MONTHS, 10 DAYS |
| QUOTA | |
| ACCOUNT NO. | |
| WORKING TYPE | PERMANENT |
| PHYSICALLY DISABLED | NO |
| OASIS ID | . |
| UDISE CODE | . |

FALAK

Falak is the mandatory training to be attended by teachers in identified areas of improvement. Each teacher has to complete a 50 hours training program organized by the Central Board of Secondary Education. Topic of the session is suggested by the section/department heads after analyzing the FACE and the teacher will be registered at the school level. Each teacher has to attend 50 online training program, upload the details and submit it

DIKSHA

Falak is the mandatory training to be attended by teachers in identified areas of improvement. Each teacher has to complete a 50 hours training program organized by the Central Board of Secondary Education. Topic of the session is suggested by the section/department heads after analyzing the FACE and the teacher will be registered at the school level. Each teacher has to attend 50 online training program, upload the details and submit it

FACE

1.PLANNING FOR INSTRUCTION

| Observation | FACE 1 | | FACE 2 | |
|--|--------|-------------|--------|-------------|
| | Grade | Grade Point | Grade | Grade Point |
| The lesson plan incorporated all the appropriate components of a lesson plan model. | | | C | 2 |
| The lesson plan was well thought out. | | | C | 2 |
| Adaptation for learning styles was evident. | | | C | 2 |
| Accurate understanding of subject matter was evident. | | | C | 2 |
| Objectives are obviously observable and measurable | | | C | 2 |
| Includes the three domains; cognitive, affective, psychomotor “ across all reasoning levels | | | C | 2 |
| Lesson is creatively opened by tapping interest & prior knowledge, and procedures are described | | | C | 2 |
| Includes a variety of teaching strategies using Multiple; Intelligences theory | | | C | 2 |
| Differentiated Instruction clearly evident | | | C | 2 |
| Summary provided to reinforce learning and reference to future learning | | | C | 2 |
| Assessment -Appropriate and connected to all objectives Specific description of both formative and summative assessments; Details at least two different ways to represent learning; e.g. concept map, quiz, reflective response | | | C | 2 |

2.CLASSROOM CLIMATE

| Observation | FACE 1 | | FACE 2 | |
|--|--------|-------------|--------|-------------|
| | Grade | Grade Point | Grade | Grade Point |
| 1.Ice breaking is done | | | D | 1 |
| 2.. State the objective/outcome of the current lesson/session | | | D | 1 |
| 3.Link the previous lesson to the current lesson | | | C | 2 |
| 4.Quality of introduction - captivate / capture learners interest. | | | C | 2 |
| 5.Teach with lesson notes and lesson plan | | | D | 1 |
| 6.Summarized the lesson by highlighting | | | C | 2 |

| | | | | |
|--|--|--|---|---|
| the key points | | | | |
| 7.Covering the lesson within the stipulated time (Started on time and ended on time) | | | C | 2 |
| 8.Use of appropriate teaching methods (Question and answer, Demonstration, experimentation, Discussion/Group work, Field work) | | | C | 2 |
| 9.Use of appropriate teaching/learning aids | | | D | 1 |
| 10.Use of varied teaching methods | | | C | 2 |
| 11.Moving in class to observe students work | | | C | 2 |
| 12.Marking/checking students in class | | | C | 2 |
| 13.No chorus answers/known learners by name | | | C | 2 |
| 14.Learners are treated in a fair, clear and consistent manner | | | C | 2 |

3.STUDENT ENGAGEMENT

| Observation | FACE 1 | | FACE 2 | |
|--|--------|-------------|--------|-------------|
| | Grade | Grade Point | Grade | Grade Point |
| 1. Learners engage in activities and learning that are challenging but attainable | | | C | 2 |
| 2.Learners engage in rigorous coursework, discussions | | | C | 2 |
| 3.Learners demonstrate a congenial and supportive relationship with their teacher | | | C | 2 |
| 4. Learners' discussions/dialogues/exchanges with each other and the teacher predominate | | | C | 2 |
| 5. Learners are actively engaged in the learning activities | | | C | 2 |
| 6.Learners speak and interact respectfully with teacher(s) and each other | | | C | 2 |
| 7. Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others | | | C | 2 |
| 8.All aspects of the planned lesson were carried out effectively. | | | C | 2 |
| 9.Students'™ involvement in lesson content was elicited. | | | C | 2 |

| | | | | |
|---|--|--|---|---|
| 10.Active, collaborative, and cooperative learning favored over passive learning. | | | C | 2 |
|---|--|--|---|---|

4.EVALUATING STUDENT LEARNING

| Observation | FACE 1 | | FACE 2 | |
|--|--------|-------------|--------|-------------|
| | Grade | Grade Point | Grade | Grade Point |
| 1.Assessment techniques such as observations and pupil interviews were embedded in the lesson | | | C | 2 |
| 2.The student teacher had evidence at the end of the lesson that the lesson objectives were met. | | | C | 2 |
| 3.Variety of assessment strategies included & consistent with objectives | | | C | 2 |
| 4.Actively encouraged student questions | | | C | 2 |
| 5.Asked questions to monitor student understanding. | | | C | 2 |
| 6.Waited sufficient time for students to answer questions | | | C | 2 |
| 7.Listened carefully to student questions | | | C | 2 |
| 8.Responded appropriately to student questions. | | | C | 2 |
| 9.Restated questions and answers when necessary | | | C | 2 |
| 10.Demonstrates respect for diversity and requires similar respect in classroom | | | C | 2 |

5.PRESENTATION

| Observation | FACE 1 | | FACE 2 | |
|---|--------|-------------|--------|-------------|
| | Grade | Grade Point | Grade | Grade Point |
| 1.Explained major/minor points with clarity. | | | C | 2 |
| 2.Defined unfamiliar terms, concepts, and principles | | | C | 2 |
| 3.Used good examples to clarify points. | | | C | 2 |
| 4.Emphasized important points. | | | C | 2 |
| 5.Writes key terms on board | | | C | 2 |
| 6.Integrates materials (examples, cases, simulations) from "real world" | | | C | 2 |

6.PROFESSIONAL BEHAVIOR ,ETHICS AND VALUES

| Observation | FACE 1 | | FACE 2 | |
|---|--------|-------------|--------|-------------|
| | Grade | Grade Point | Grade | Grade Point |
| 1.Doesnot exhibit favoritism towards any particular student | | | B | 3 |
| | | | | |

| | | | | |
|--|--|--|---|---|
| 2.Ensures studentsâ€™ safety by gaining their trust. | | | C | 2 |
| 3. Is fair in giving grades for assessments | | | C | 2 |
| 4.Gives a rich learning experience for the learners | | | C | 2 |
| 5.Keeps personal and professional life different | | | C | 2 |
| 6.Engages in positive interactions with parents or guardians for the childâ€™s future | | | C | 2 |
| 7. Is guided by principles of caring | | | C | 2 |
| 8. Behaves in ways that are consistent with community and professional standards | | | C | 2 |
| 9. Lives in a way that does not undermine their efficacy in the classroom, demean their employing school entity or damage their position as a moral exemplars in the community | | | C | 2 |
| 10.Refrains from taking advantage of professional relationships with students for their own personal benefit | | | C | 2 |
| 11.Follows behavior management and safe schools policies | | | B | 3 |
| 12.Acts appropriately towards students exercising care in their language, gestures and attitudes | | | C | 2 |
| 13.Be prepared to help junior colleagues and those in training and induction in all possible ways | | | C | 2 |
| 14.Respects the authority of senior professional colleagues | | | B | 3 |
| 15.Refrains from making public statements which bring the profession into disrepute | | | C | 2 |

7.QUESTION PAPER

| Observation | FACE 1 | | FACE 2 | |
|---------------------------------------|--------|-------------|--------|-------------|
| | Grade | Grade Point | Grade | Grade Point |
| Submitted on time | | | C | 2 |
| Adhered to the question paper pattern | | | C | 2 |
| Attached the blue print | | | E | 0 |
| Considered higher order thinking | | | C | 2 |

| | | | | | |
|-------|---------------------|-------------------|------------------------------------|------------------------------------|-------------|
| Level | Exceeds Standard | Meets Standard | Progressing Towards Standard | Significantly Below Standard | No Evidence |
| Grade | A | B | C | D | E |

RABT

RABT is the entry provision for teachers to upload the details of the additional responsibilities discharged. It can be a short term ,long term or event responsibility. The discharged responsibility adds to the Academic Index of the teacher

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MY ACHIEVEMENTS

ACADEMIC PERFORMANCE

MEETING ATTENDANCE

| Section 6-8 | | | |
|-------------|------------|---------------------------|------------|
| S.no | Date | Meeting | Attendance |
| 1 | 02-06-2023 | Section Review Meeting 1 | A |
| 2 | 09-06-2023 | Section Review Meeting 2 | A |
| 3 | 16-06-2023 | Section Review Meeting 3 | A |
| 4 | 14-07-2023 | Section Review Meeting 4 | A |
| 5 | 25-07-2023 | Section Review Meeting 5 | A |
| 6 | 11-08-2023 | Section Review Meeting 6 | A |
| 7 | 18-08-2023 | Section Review Meeting 7 | A |
| 8 | 09-09-2023 | Section Review Meeting 8 | A |
| 9 | 15-09-2023 | Section Review Meeting 9 | A |
| 10 | 06-10-2023 | Section Review Meeting 10 | P |
| 11 | 07-11-2023 | Section Review Meeting 11 | P |
| 12 | 01-12-2023 | Section Review Meeting 12 | P |
| 13 | 11-12-2023 | Section Review Meeting 13 | P |
| 14 | 19-01-2024 | Section Review Meeting 14 | P |
| 15 | 02-02-2024 | Section Review Meeting 15 | P |
| 16 | 09-02-2024 | Section Review Meeting 16 | P |
| 17 | 02-03-2024 | Section Review Meeting 17 | P |
| 18 | 26-03-2024 | Section Review Meeting 18 | P |
| Total | | Percentage | |
| 18 | | 50 | |

ATTENDANCE AND LEAVE REPORT

| Month | Working Days | Present Days | Leaves Taken | | | | % |
|----------------|--------------|--------------|--------------|-------|----|----|-----|
| | | | LOP | Com L | CL | ML | |
| January-2024 | 0 | 0.0 | 0 | 0 | 0 | 0 | 0 |
| February-2024 | 24 | 24.0 | 0 | 0 | 0 | 0 | 100 |
| March-2024 | 23 | 23.0 | 0 | 0 | 0 | 0 | 100 |
| April-2023 | 0 | 0.0 | 0 | 0 | 0 | 0 | 0 |
| May-2023 | 0 | 0.0 | 0 | 0 | 0 | 0 | 0 |
| June-2023 | 0 | 0.0 | 0 | 0 | 0 | 0 | 0 |
| July-2023 | 0 | 0.0 | 0 | 0 | 0 | 0 | 0 |
| August-2023 | 0 | 0.0 | 0 | 0 | 0 | 0 | 0 |
| September-2023 | 0 | 0.0 | 0 | 0 | 0 | 0 | 0 |
| October.-2023 | 0 | 0.0 | 0 | 0 | 0 | 0 | 0 |
| November.-2023 | 0 | 0.0 | 0 | 0 | 0 | 0 | 0 |
| December-2023 | 0 | 0.0 | 0 | 0 | 0 | 0 | 0 |
| Total | 47 | 47 | 0 | 0 | 0 | 0 | 100 |

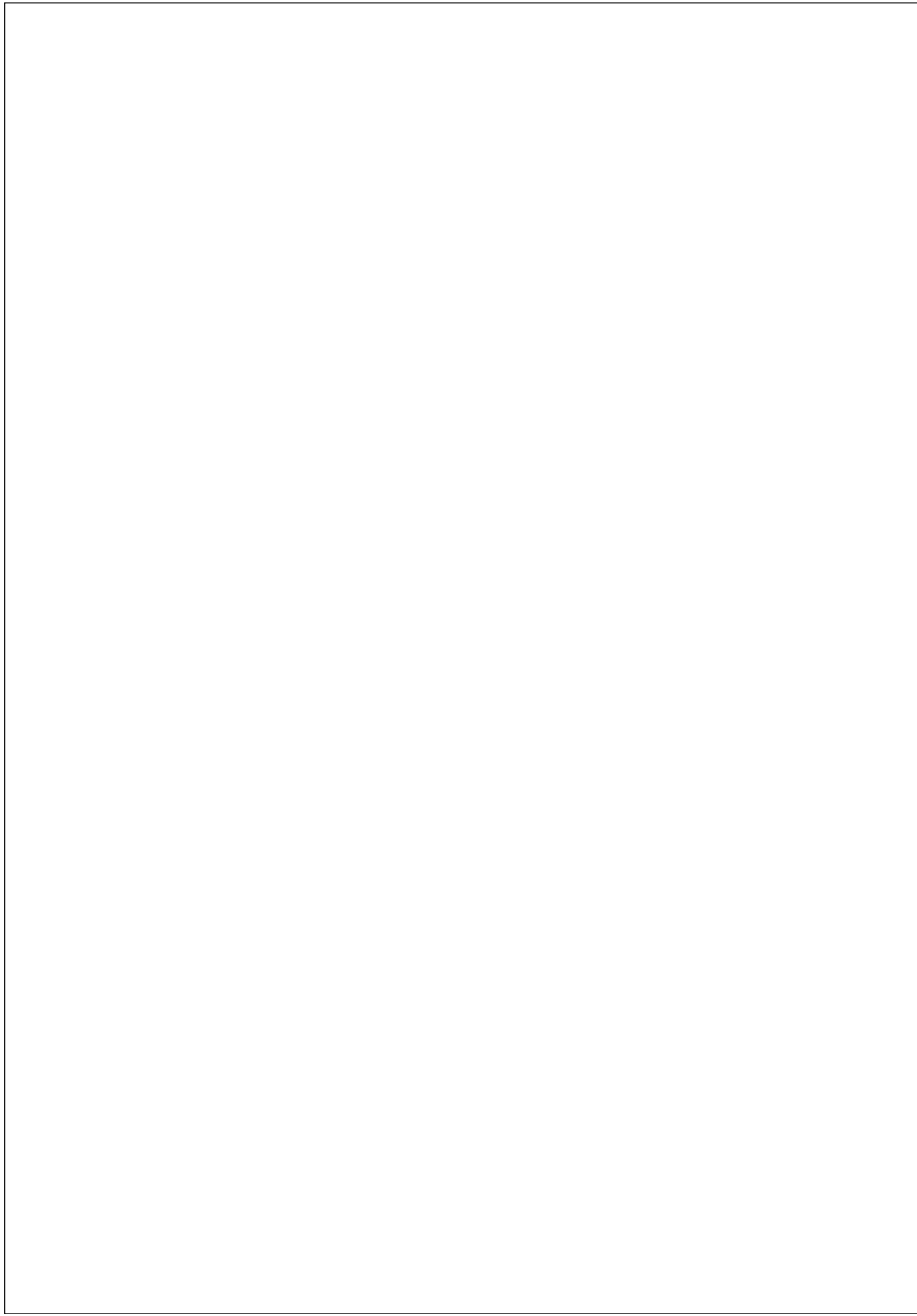
QARA

This is where the teachers of MPIS are supposed to make entry of the books they read during an academic year. The addition of books adds points to the Academic Performance Index

API SCORE

| # | Name | API SCORE |
|---|--------|-----------|
| 1 | FALAK | 0 |
| 2 | DIKSHA | 0 |
| 3 | RABT | 0 |
| 4 | QARA | 0 |
| 5 | UDAAN | 0 |

GATE PASS



Memo

STRENGTHS AND AREAS FOR IMPROVEMENT

Your consistent adherence to school instructions helps maintain a well-organized and efficient educational environment. Your willingness to accept and carry out additional responsibilities is greatly appreciated and shows your dedication to our school. Your respect and professionalism towards colleagues contribute to a positive and collaborative work environment. Your respect for and adherence to school policies ensure a consistent and fair approach to education for all. Your willingness to stay back after school hours to assist with various activities reflects your dedication and commitment to student success. Your unbiased approach in treating all students equally is commendable and fosters an inclusive classroom. Your prompt acknowledgment of communication from heads and department heads demonstrates your respect for school leadership. Submit all work on time to demonstrate reliability and responsibility. Promptly acknowledge and respond to communications from the Head, Section Heads and Department Heads. Regularly update the school portal to keep accurate records and provide timely information.

SELF ASSESSMENT & SH ASSESSMENT

| Professional Competence and Practice | | | | |
|--|------------------------|-------------|----------------------|-------------|
| Standards | Self Assessment | | SH Assessment | |
| | Level | Mark | Level | Mark |
| Develop and execute lesson plans that align with curriculum standards and cater to diverse student needs. | | | Sometimes | 2 |
| Modify teaching strategies and materials to accommodate varying learning styles, abilities, and backgrounds among students. | | | | |
| Offer timely and meaningful feedback to students to guide their learning and promote growth. | | | Sometimes | 2 |
| Cultivate a classroom atmosphere that is inclusive, supportive, and conducive to academic and social-emotional growth. | | | Sometimes | 2 |
| Regularly reflect on teaching methods, student outcomes, and personal professional growth to identify areas for improvement and refinement. | | | Sometimes | 2 |
| Employ a variety of formative and summative assessment methods, including traditional assessments, performance tasks, and portfolios, to accurately measure student learning. | | | Sometimes | 2 |
| Engage students in active learning experiences, such as collaborative projects, discussions, and hands-on activities, to foster deeper understanding and retention of content. | | | Sometimes | 2 |
| Offer personalized interventions to assist students who require extra help in meeting learning objectives. | | | Sometimes | 2 |
| Ensure a consistent presence at all departmental and sectional head meetings. | | | Always | 3 |
| Responsively handle and resolve student inquiries in a timely manner. | | | Sometimes | 2 |
| Professional Development and Growth | | | | |

| Standards | Self Assessment | | SH Assessment | |
|---|-----------------|------|---------------|------|
| | Level | Mark | Level | Mark |
| Actively seek out opportunities for professional development and growth. | | | Sometimes | 2 |
| Clearly define and work towards achieving professional goals. | | | Sometimes | 2 |
| Regularly reflect on teaching methods and student outcomes to improve practice. | | | Sometimes | 2 |
| Collaborate with colleagues to enhance teaching effectiveness and share best practices. | | | Sometimes | 2 |
| Attend professional development opportunities to enhance your skills and knowledge. | | | Sometimes | 2 |
| Actively implement feedback received from peers, SHs and the Head | | | Always | 3 |
| Stay updated on current trends and research in education. | | | Sometimes | 2 |
| Engage in self-reflection to assess strengths and areas for growth. | | | Sometimes | 2 |
| Contribute positively to the school community through professional growth efforts. | | | Sometimes | 2 |
| Completed the mandated 50 hours of CPD as required by CBSE and NEP 2020. | | | No | 1 |

Professional Ethics and Values

| Standards | Self Assessment | | SH Assessment | |
|--|-----------------|------|---------------|------|
| | Level | Mark | Level | Mark |
| Ensure timely submission of lesson plans that are aligned with curriculum objectives and cater to diverse student needs. | | | Sometimes | 2 |
| Submit question papers promptly, adhering to examination schedules and guidelines. | | | Sometimes | 2 |
| Arrive punctually to the classroom, ready to begin instruction at the designated start time. | | | Always | 3 |
| Request and obtain approval for leave in advance, adhering to school policies and procedures | | | Always | 3 |
| Stay informed by reading school circulars daily to stay updated on important announcements | | | Sometimes | 2 |

| | | | | |
|--|--|--|-----------|---|
| ,information and adhere to directions | | | | |
| Proactively maintain anecdotal records to track student progress and behavior, without waiting for specific instructions to do so. | | | Sometimes | 2 |
| Record attendance accurately by signing the register and punching in on time to maintain accountability and compliance with school policies. | | | Always | 3 |
| Review and provide feedback on students' notes promptly to support their learning and academic progress. | | | Sometimes | 2 |
| Acknowledge and sign students' diaries daily to foster communication and ensure parent-teacher engagement. | | | Sometimes | 2 |
| Fulfill ring duty responsibilities at the designated location, ensuring supervision and safety during assigned periods. | | | Always | 3 |

Professional Pedagogical Approach

| Standards | Self Assessment | | SH Assessment | |
|--|------------------------|-------------|----------------------|-------------|
| | Level | Mark | Level | Mark |
| Focuses on student attention | | | Always | 3 |
| Relates the lesson to previous and future lessons | | | Always | 3 |
| Informs students of objective of the lesson | | | Always | 3 |
| Plans student grouping according to instructional needs | | | Always | 3 |
| Chooses activities, materials, and resources appropriate for students with special needs | | | Sometimes | 2 |
| Chooses activities relevant to the prescribed curriculum | | | Always | 3 |
| Chooses activities appropriate to student abilities | | | Sometimes | 2 |
| Follows prescribed curriculum | | | Always | 3 |
| Uses available materials and resources | | | Always | 3 |
| Models, demonstrates and provides examples | | | Always | 3 |
| Monitors student learning continuously | | | Sometimes | 2 |
| Provides feedback and re-teaches when necessary | | | Sometimes | 2 |

| | | | | |
|---|------------------------|-------------|----------------------|-------------|
| Provides opportunities for students to practice under direct supervision of the teacher | | | Sometimes | 2 |
| Provides opportunities for students to practice independently | | | Sometimes | 2 |
| Shows concern for students | | | Always | 3 |
| Praises, elicits, and responds to student questions | | | Sometimes | 2 |
| Teaches accurate and up-to-date information | | | | |
| Communicates expectations of performance to students | | | Always | 3 |
| Encourages participation from all students | | | Always | 3 |
| Provides feedback on assignments as quickly as possible | | | Sometimes | 2 |
| Makes opportunities for one-to-one conferences to discuss student progress | | | Sometimes | 2 |
| Manages disruptive behavior constructively | | | Sometimes | 2 |
| Gives criticism and praise which are constructive | | | Sometimes | 2 |
| Makes an effort to know each student as an individual | | | Always | 3 |
| Communicates with parents in the best interest of the students | | | | |
| Provides information related to support resources | | | Sometimes | 2 |
| Cooperates with other teachers, the administration, and other educational personnel | | | Always | 3 |
| Shares ideas and methods with other teachers | | | Sometimes | 2 |
| Participates in the development and review of school policies and regulations | | | Sometimes | 2 |
| Exercises responsibility for student management throughout the entire building | | | Sometimes | 2 |
| Professional Engagement in School Events | | | | |
| Standards | Self Assessment | | SH Assessment | |
| | Level | Mark | Level | Mark |
| Actively participate in school-organized events, such as cultural festivals, sports meets, and academic | | | Always | 3 |

| | | | | |
|---|--|--|-----------|---|
| competitions | | | | |
| Attend school events regularly and demonstrate support for student performances, achievements, and initiatives. | | | Sometimes | 2 |
| Contribute ideas, resources, or assistance in the planning and organization of school events, when appropriate. | | | Sometimes | 2 |
| Promote school events among students, parents, and the community, encouraging attendance and participation. | | | Sometimes | 2 |
| Engage in school events with enthusiasm, energy, and a positive attitude, fostering a sense of excitement and pride in the school community. | | | Always | 3 |
| Volunteer time and effort to help execute school events smoothly, whether through setup, coordination, or cleanup tasks. | | | Always | 3 |
| Provide constructive feedback to event organizers, offering suggestions for improvement and contributing to the enhancement of future programs. | | | Sometimes | 2 |
| Adapt to changes and unforeseen circumstances during school events with flexibility and a solution-oriented mindset. | | | Sometimes | 2 |
| Collaborate effectively with colleagues and students to ensure the success of school events, working together towards common goals. | | | Always | 3 |
| Reflect on personal contributions and experiences during school events, identifying strengths and areas for growth in event engagement and support. | | | Sometimes | 2 |

Professional Relationship Management

| Standards | Self Assessment | | SH Assessment | |
|---|-----------------|------|---------------|------|
| | Level | Mark | Level | Mark |
| Work collaboratively with fellow teachers to plan lessons, share resources, and align instructional strategies. | | | Sometimes | 2 |

| | | | | |
|--|--|--|-----------|---|
| Build supportive and trusting relationships with colleagues, offering assistance, encouragement, and empathy when needed. | | | Always | 3 |
| Address conflicts or disagreements with colleagues professionally and constructively, seeking resolution through open communication and compromise. | | | Always | 3 |
| Actively participate in team meetings, committees, and professional learning communities, contributing ideas and expertise to collaborative initiatives. | | | Always | 3 |
| Show empathy and understanding towards colleagues' perspectives, experiences, and challenges, fostering a culture of support and mutual respect. | | | Always | 3 |
| Acknowledge and celebrate the achievements and contributions of colleagues | | | Always | 3 |
| Offer support and encouragement to colleagues in their professional development endeavors | | | Always | 3 |
| Reflect on interpersonal interactions and relationships with colleagues, identifying areas for improvement and actively seeking opportunities to enhance relationship management skills. | | | Sometimes | 2 |
| Offer mentorship and support to colleagues, sharing expertise, providing guidance, and fostering a culture of collaboration | | | Sometimes | 2 |
| Practice active listening skills when interacting with colleagues, demonstrating attentiveness, empathy, and understanding | | | Always | 3 |

Professionally Cultivating Positive Behavior

| Standards | Self Assessment | | SH Assessment | |
|--|-----------------|------|---------------|------|
| | Level | Mark | Level | Mark |
| Set clear and consistent expectations for behavior in the classroom and reinforce them regularly to promote a positive learning environment. | | | Sometimes | 2 |
| Apply fair and consistent | | | Always | 3 |

| | | | | |
|--|--|--|-----------|---|
| consequences for misbehavior, ensuring they are appropriate | | | | |
| Address student misbehavior privately to avoid escalation and maintain dignity and respect for the student. | | | Always | 3 |
| Offer individualized support and interventions for students who struggle with behavior, identifying underlying causes | | | Sometimes | 2 |
| Teach and encourage students to develop self-regulation skills, such as impulse control and emotional management | | | Sometimes | 2 |
| Communicate with parents and guardians regularly regarding student behavior and maintain records | | | Sometimes | 2 |
| Maintain anecdotal records for each remarkable behavior case, documenting observations, interventions, and outcomes for future reference and analysis. | | | Sometimes | 2 |
| Resolve behavioral issues independently, considering the developmental level and individual needs of students, without relying solely on external interventions. | | | Sometimes | 2 |
| Make decisions regarding student behavior management that prioritize preserving students' self-esteem and well-being, demonstrating empathy and understanding in all disciplinary actions. | | | Sometimes | 2 |
| Demonstrate a clear understanding of the teacher's roles and responsibilities in social-emotional learning, and character development. | | | Always | 3 |

CONFIDENTIAL REPORTING & REVIEWING

SECTION HEAD FEEDBACK

He is a sincere teacher. He is trying to complete his work on time. He showing respect towards his colleagues. He is cooperative. He speaks so fast that students find it difficult to understand the concept.

Recommended Professional Development

Effective Classroom Management
Differentiated Instruction
Pedagogy and Instructional Strategies
Formative Assessment Strategies
Assessment for Learning (AfL)
Rubric Development
Providing Effective Feedback to Students
Differentiating Instruction for Diverse Learners
Creating Inclusive Classroom Environments
Supporting Students with Individual Education Plans (IEPs)
Understanding and Addressing Learning Disabilities
Reflective Practice
Mentoring and Coaching Skills
Effective Communication with Parents/Guardians
CBP in Learning Outcome and Pedagogies
CBP in Critical Thinking and Creative Thinking
CBP in Active Learning
CBP in Art Integration

Section Head
SINI V K



ASSESSMENT BY THE REVIEWING OFFICER

Mr. M S Sujanal is a sincere teacher who strives to complete his work on time and shows respect towards his colleagues. While cooperative and willing to take on responsibilities, he could improve his class control to ensure a conducive learning environment. His fast speaking pace may pose challenges for students in understanding concepts, although he compensates by dedicating extra time to explanations. It's noted that occasional lapses in checking messages may affect timely communication with the class group. Encouraging him to speak at a more moderate pace and reminding him to regularly check messages could enhance his effectiveness in teaching and communication.

Principal
DR. ABDUL JALEEL P



Place : MP Campus

Date :11-06-2024